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ABSTRACT

This manual is designed to support teachers in implementing the instructional resource guides "Instructional Materials about Japan." The materials in this guide provide the basis for a full-day inservice training session. The suggested format can be modified to meet the needs of individual workshop leaders, various audiences, and different time frames. All materials needed to conduct the workshop are included with a detailed agenda, introductory activities, information on the instructional units, support materials, and discussion on planning and implementing local workshops. (EH)

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WORKSHOP LEADER'S MANUAL

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AN INTRODUCTION TO

INSTRUCTIONAL MATERIALS ABOUT JAPAN

SO 029 293

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Workshop Leader's Manual For

INSTRUCTIONAL MATERIALS ABOUT JAPAN

FOREWORD

The material found in this "Workshop Leader's Manual" is designed to support teachers in implementing the instructional resource guides *Instructional Materials About Japan*. The materials in this guide provide the basis for a full-day inservice training session. The suggested format can be modified to meet the needs of individual workshop leaders, various audiences, and different time frames.

Workshop leaders are encouraged to:

- use materials and suggested workshop activities flexibly, taking advantage of personal strengths and creative abilities;
- incorporate or substitute alternative activities when past successful experiences, audience needs or other available instructional resources make such changes desirable.

Please send suggestions for revisions or additions to this manual to

Glen Blankenship
5031 Bainbridge Court
Lilburn, Georgia 30247
(770) 564-3801

DETAILED AGENDA FOR WORKSHOP LEADER

8:30 - 9:00	REGISTRATION AND COFFEE
9:00 - 9:30	WELCOME AND INTRODUCTIONS *Why are we here?* --People Search --Workshop Objectives --Nametag Activity
9:30 - 10:30	SETTING THE STAGE *Why study Asia and Japan?* --Brainstorming Session *What is the geographic setting (physical and cultural)?* --Comparative Size/Population Density Activity --Perspective Taking Activity --Poster Activity *What is the historical setting?* --Time Line Activity
10:30 - 10:45	Break
10:45 - 11:30	THE INSTRUCTIONAL UNIT -- PART I *How are the materials organized?* --Scavenger Hunt --Structure of Lessons --Lesson Analysis
11:30 - 12:30	Lunch
12:30 - 1:30	THE INSTRUCTIONAL UNIT -- PART II *How are the materials to be implemented?* --Teach Sample Lessons
1:30 - 1:45	SUPPORT MATERIALS *What other materials are available?* --Outreach Centers, Cultural Institutes, Consulates
1:45 - 2:45	PLANNING AND IMPLEMENTING LOCAL WORKSHOPS *How can I share these materials with colleagues?* --Materials Order Form
2:45 - 3:00	WRAP UP AND QUESTIONS *Where do I go from here?* -- Workshop Evaluation

WELCOME AND INTRODUCTIONS

Time Frame: 30 minutes

Materials:
- People Search (1 copy per participant)
- Name Card (1 card per participant, 1 transparency)
- Workshop Objectives (1 transparency)
- Workshop Agenda (1 copy per participant)

Step 1 (10 minutes) Distribute the "People Search" worksheets to participants as they register and/or enter the room. Explain that they have 10 minutes to find as many people in the room as they can who are able to provide answers to the questions. Upon finding someone who can provide an answer, have that person write the answer in the appropriate box and his or her name on the line below. Remind everyone that they can only answer one question on another person's worksheet.

Step 2 (10 minutes) After 10 minutes has elapsed, ask everyone to be seated and open the program by welcoming the participants to the workshop on *Instructional Materials About Japan*. Next randomly call on participants to answer the twelve questions. For example, ask, "Who has an answer for number ___ on your sheet? Tell us the answer and identify the person who gave it to you." The workshop leader can use this activity as an opportunity to elaborate on each topic and determine what participants already know about Japan.

To introduce the wall maps and model their use, refer to the maps when participants respond to squares 4, 5, 6, and 8.

EXAMPLE:

Square	Map Reference
6	Identify islands
4, 8	Locate cities
5	Locate places visited

The map could be used by participants who have visited Japan to describe topography of various regions. The map can also be used to determine how geography influenced the establishment and growth of selected cities.

WELCOME AND INTRODUCTIONS
(continued)

Step 3
(5 minutes)

To build relationships among participants (and to help them learn more about one another than their names), distribute name cards to each participant and give them the following assignment by saying:

a. In the center of the card write your first name large enough to be read from at least 12 feet away.
b. In the upper left-hand corner, write the names of two places: where you were born and your favorite place.
c. In the upper right-hand corner, write a word or short phrase that comes to mind to complete the phrase "When I think of Japan, I think of..."
d. In the lower left-hand corner, write one of the most common stereotypes about Japan.
e. In the lower right-hand corner, write a word or short phrase which describes how you think your students can benefit from learning about Japan.

Display the Name Card Transparency to give a quick summary of what the participants should be writing on their cards. Monitor to see that they all understand what to do. When they finish, ask participants to introduce themselves to the workshop participants at their table by "explaining" the card.

Step 4
(5 minutes)

Share the objectives of the workshop with the participants and invite them to ask questions or make comments at any time. Briefly review the agenda to give a general overview of the program. Orient participants to the location of the restrooms and telephones.

PEOPLE SEARCH

DIRECTIONS Find someone who can sign-off on one of the following tasks. A colleague may sign only one of the tasks on your sheet.

1. Find someone who can name the current Prime Minister of Japan.	2. Find someone who can eat with chopsticks.	3. Find someone who can identify the year in which Admiral Perry visited Japan.
4. Find someone who can name five cities in Japan.	5. Find someone who has visited Japan.	6. Find someone who can name one of the four major islands of Japan.
7. Find someone who can list three traditional prominent religions in Japan.	8. Find someone who can name the city which served as the capital of Japan before Tokyo.	9. Find someone who can name the current U.S. Ambassador to Japan.
10. Find someone who can name the monetary unit in Japan.	11. Find someone who knows the title of the Japanese parliament and its two houses.	12. Find someone who knows the significance of Article 9 of the Japanese Constitution.

PEOPLE SEARCH
KEY

1. Ryutaro Hashimoto (eighth Prime Minister in seven years; he is the former Trade Minister)	2. Answers will vary.	3. 1865
4. Answers will vary.	5. Answers will vary.	6. Hokkaido Honshu Kushu Shikoku
7. Shinto Buddhism Christianity	8. Kyoto	9. Walter Mondale
10. Yen	11. The Diet *House of Representatives* *House of Councillors*	12. Limits the military to a "Self Defense Force".

Instructional Materials About

JAPAN

Place Born
and
Favorite Place

When I think of
Japan
I think of....

FIRST NAME

One of the common
stereotypes about
Japan is....

Students should learn
about contemporary
Japan because....

WORKSHOP OBJECTIVES

Participants will ...

- ❑ increase their awareness and understanding of contemporary Japan (cultural, geographic, political, economic);
- ❑ review instructional materials for use in social studies classrooms;
- ❑ develop ideas for sharing the lessons with students and other teachers.

WORKSHOP AGENDA

8:30 - 9:00	REGISTRATION AND COFFEE
9:00 - 9:30	WELCOME AND INTRODUCTIONS *Why are we here?*
9:30 - 10:30	SETTING THE STAGE *Why study Asia and Japan?* *What is the geographic setting (physical and cultural)?* *What is the historical setting?*
10:30 - 10:45	Break
10:45 - 11:30	THE INSTRUCTIONAL UNIT -- PART I *How are the materials organized?*
11:30 - 12:30	Lunch
12:30 - 1:30	THE INSTRUCTIONAL UNIT -- PART II *How are the materials to be implemented?*
1:30 - 1:45	SUPPORT MATERIALS *What other materials are available?*
1:45 - 2 :45	PLANNING AND IMPLEMENTING LOCAL WORKSHOPS *How can I share these materials with colleagues?*
2:45 - 3:00	WRAP UP AND QUESTIONS *Where do I go from here?*

SETTING THE STAGE

Time Frame: 60 minutes

Materials:
- "Why Study Asia and Japan?" (transparency)
- Comparative Map Kit (transparencies)
- Cultural Perspective Taking (transparencies)
- "Comparing Cultures" (transparency)
- Copies of all lesson plan kits

Step 1 (10 minutes) Lead a brainstorming session by asking participants to generate a list of reasons for studying Japan. The workshop leader should record reasons stated by participants on a chalkboard, flip-chart or overhead projector. If you need help getting them going, a "starter list" of reasons can be found on page 9 of this manual with detailed "talking notes" found on page 10.

Step 2 (10 minutes) Use the Comparative Map Transparencies found in the Appendix of this manual to review Japan's geography, its location in Asia, and its location and size relative to the United States.

Step 3 (15 minutes) In addition to physical geography, participants should also examine Japan from a cultural perspective. To dramatize the point of cultural perspective taking, use the transparencies of the Statue of Liberty and Mt. Fuji on pages 11 and 12. Ask participants to generate a list of adjectives describing their reaction to each picture and then share these responses. Debrief the activity by comparing the two lists of adjectives. Generally, the lists differ in that the Statue of Liberty photo elicits words of emotion and patriotism, while the photo of Mt. Fuji will elicit words which are less emotional and more factual descriptions of the architecture. A Japanese citizen responding to these same photographs would probably respond in a reverse manner. Stress to participants that being able to see issues and events from multiple perspectives helps us better understand our own perspective.

Step 4 (10 minutes) Use the "Comparing Cultures" transparency on page 13 of this manual to put closure on the idea of perspectives and comparative studies issues. Have participants brainstorm examples of cultural characteristics for each ring and write them on the overhead transparency.

Step 5 (15 minutes) To establish a historical context for studying Japan, teach Topic 4, Lesson 3, from "Japan: The Land and Its People." Having students consider events occurring simultaneously in the United States and Japan will help establish a context for the recent emergence of Japan on the world stage.

WHY STUDY ASIA AND JAPAN?

- ☑ Imperialistic Activity
- ☑ Dramatic Growth Rate
- ☑ Cultural Traditions and Communication
- ☑ Major Trading Partners
- ☑ Population and Ecological Concerns
- ☑ National and International Security
- ☑ Americans with Asian Ancestry

WHY STUDY ASIA AND JAPAN?
Transparency Notes

When using the associated transparency, the following additional information may be helpful for illustration and example in elaborating on individual reasons for studying Asia and Japan.

IMPERIALISTIC ACTIVITY
- Asia was an important area of imperialistic activity, a period of time that helped shape the ways Asians and Westerners view each other.

DRAMATIC GROWTH RATE
- The Pacific Rim countries are among the fastest growing in the world in terms of population, economic development and industrialism.

CULTURAL TRADITIONS AND COMMUNICATION
- The United States needs to understand Asian cultural traditions and history in order to communicate effectively with people from those countries in today's economic markets and political arenas.

MAJOR TRADING PARTNERS
- Asian nations are major trading partners of the United States today, both in imports and exports.

POPULATION AND ECOLOGICAL CONCERNS
- Asia is a major factor in discussion of population and ecological concerns facing the world today.

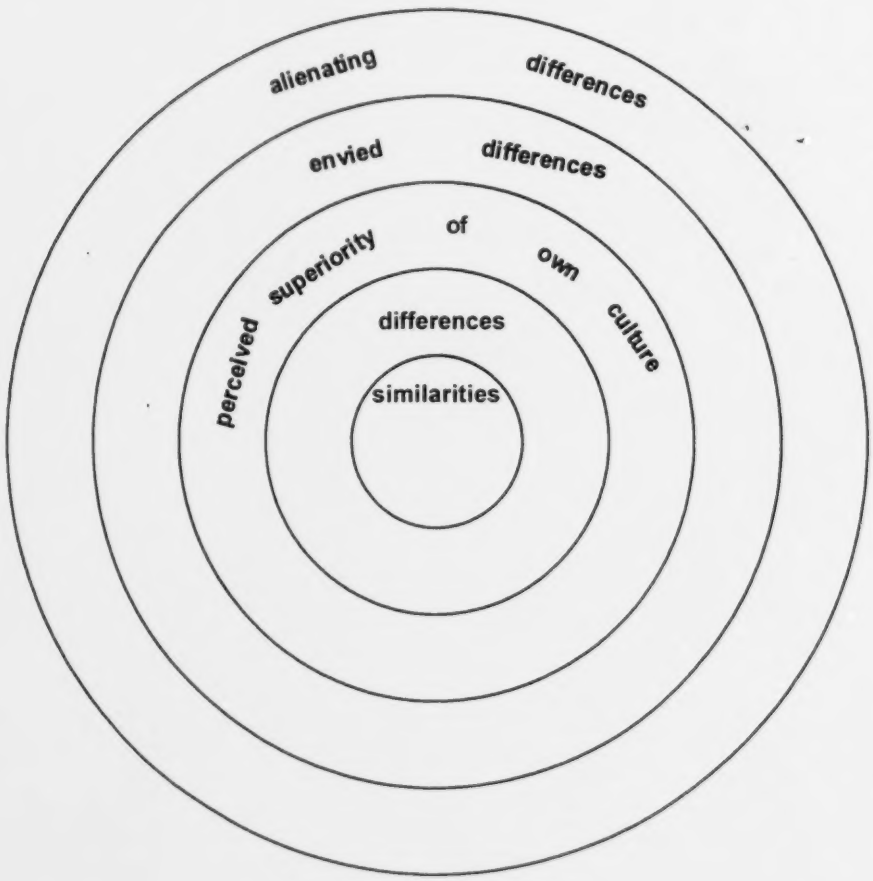
NATIONAL AND INTERNATIONAL SECURITY
- The United States must take Asia into consideration in issues of national and international security, especially since the break-up of the Soviet Union. These concerns involve both the arms race and the maintenance of US troops in Asian bases.

AMERICANS WITH ASIAN ANCESTRY
- Large numbers of United States citizens trace their ancestry to Asia.

STATUE OF LIBERTY

MT. FUJI

COMPARING CULTURES



Adapted from a diagram by Martin Seletzky, Ohio Department of Education

THE INSTRUCTIONAL UNIT--PART I

Time Frame: 1 hour, 45 minutes

Materials:
- Instructional Unit (1 per participant)
- Scavenger Hunt Worksheet (1 per participant per group, per kit)
- Structure of the Lessons (1 Transparency)
- Lesson Analysis (8 transparencies)

Step 1 (15 minutes) Divide the workshop participants into eight groups (or an appropriate number which matches the number of instructional units to be inserviced). Assign each group a number from one to eight.. Each group will be assigned one of the resource guides to review as follows.

Group 1
Children in Japan At Home and At School [Grades K-2]
Picturing Life in Japan [Grades 3-5]

Group 2
Japan: The Land and Its People [Grades 6-7]
Japan and Georgia: Economic Partners [Grade 8]

Group 3
Japan's Geographic and Human Setting [Grades 9-12]
Japanese History [Grades 9-12]
Government and Politics in Japan [Grades 9-12]
Japanese Culture: Traditions and Change [Grades 9-12]

Distribute the lessons and give participants a few minutes to look through the materials. Explain that in order to familiarize themselves with the materials, they are going to go on a "scavenger hunt." Distribute the Scavenger Hunt worksheets for each participant to complete. Debrief by asking such questions as:

- Did you learn something new about Japan?
- Are the lessons organized in a format which is easy to follow?

The workshop leader should review the answers to the Scavenger Hunt and refer to the program's Table of Contents for a general overview of the unit. The "Structure of the Lessons" transparency can be used to explain the format of the materials.

Step 2 (30 minutes) All three groups will use the "Lesson Analysis" worksheet to guide their lesson evaluation and subsequent preparation of a short oral synopsis of the unit to share with the other groups. Each group will record its answers on the transparency provided and select a group member to report to the entire audience. This will provide all participants with an overview of the lessons in the resource guides.

ELEMENTARY SCHOOL MATERIALS
SCAVENGER HUNT

Directions: Use your copies of the lesson kits to answer the following questions.

1. How many topics are addressed in each kit? How many lessons?

   "Children" -

   "Picturing" -

2. In which unit and on what page would you find a picture of people riding in a Japanese commuter train?

3. What suggestion is made for the use of Worksheet 4.1 in Topic 4, Lesson 3 of "Children in Japan At Home and At School"?

4. According to a national survey in Japan, what is the their "favorite" food?

5. Tell where each of the following topics is taught. If a topic is found in both units, be prepared to tell how the topic is treated differently in each unit.

a.	types of housing	☐ *Children*	☐ *Picturing*	☐ Both
b.	school	☐ *Children*	☐ *Picturing*	☐ Both
c.	writing	☐ *Children*	☐ *Picturing*	☐ Both
d.	government	☐ *Children*	☐ *Picturing*	☐ Both
e.	money	☐ *Children*	☐ *Picturing*	☐ Both

6. What is the name of the family whose home is shown in Topic 2, Lesson 2 of "Children in Japan At Home and At School"? What two rooms in the home are pictured?

7. What origami patterns are found in the lessons?

8. How is Teacher Resource 1.3 of Topic 1, Lesson 1 in "Children in Japan At Home and At School" to be used?

9. Are there restrictions placed on the duplication of these lessons?

MIDDLE SCHOOL MATERIALS
SCAVENGER HUNT

Directions: Use your copies of the lesson kits to answer the following questions.

1. How many topics are addressed in each kit? How many lessons?

   Japan: The Land and Its People

   Japan and Georgia: Economic Partners

2. In which lesson can you learn to write your name in Japanese?

3. Which Southeastern state has the largest number of Japanese firms and offices? How many are located there?

4. What is the main idea of Topic 2, Lesson 3, in "Japan and Georgia: Economic Partners"?

5. What document is the focus of analysis for Topic 9, Lesson 1, of "Japan: The Land and Its People"?

6. Why are there three different world maps for Topic 2, Lesson 2, Worksheet 2.1?

7. According to the answer key on proverbs in "Japan: The Land and Its People," what is the American equivalent to the Japanese saying "The early riser finds 3 yen"?

8. Of the top 20 foreign-affiliated firms doing business in Japan, how many are U.S.?

9. In which lesson do students get the most practice with applying map skills?

10. Are there restrictions placed on the duplication of these lessons?

HIGH SCHOOL MATERIALS
SCAVENGER HUNT

Directions: Use your copies of the lesson kits to answer the following questions.

1. How many topics are addressed in each kit?

   History - _____ topics ***Government*** - _____ topics

   Geography - _____ topics ***Culture*** - _____ topics

2. In the "Japanese History" kit, what primary source documents do students use in Topic 2? In Topic 3?

3. At what line of latitude is Tokyo located?

4. What skill do students practice in Topic 4 of "Japan's Geographic and Human Setting"?

5. Which topic in "Government and Politics in Japan" allows students to compare structure of government in the United States and Japan? What specific characteristics are compared?

6. What percentage of the Japanese public stated in a survey that the emperor system should be abolished?

7. On what page of "Japanese Culture: Tradition and Change" is there a list of courses studied by high school students?

8. Which lesson provides students the opportunity to link religion, literature and the arts in a singled topic of study?

9. Are there restrictions placed on the duplication of these lessons?

SCAVENGER HUNT KEYS

Elementary School Lessons

1. *Children in Japan At Home and At School* -- 7 topics, 14 lessons
   Picturing Life in Japan -- 7 topics, 19 lessons
2. *Picturing Life,* page 39 (Topic 2, Lesson 4, Teacher Resource 2.7, page 2)
3. students are asked to design a school uniform they would like to wear
4. French Fries (see *Picturing Life*, page 21)
5. a. both b. both c. *Picturing Life* d. *Picturing Life* e. both
6. Shinozaki family. Theirs is a traditional-style home. The dining room and bath room are pictured.
7. sailboat, helmet, whale
8. make a transparency of the sheet, cut it apart, and use the two maps as overlays to demonstrate comparative size
9. no copyright restrictions for classroom use

Middle School Lessons

1. *Japan: The Land and Its People*-- 9 topics, 25 lessons
   Japan and Georgia: Economic Partners -- 5 topics, 13 lessons
2. Topic 6, Lesson 2, (Handout 6.2) of *Japan: The Land and Its People*
3. Georgia has 373 Japanese firms and offices; North Carolina is a distant second with 145 firms and offices
4. Japan does not produce enough food to meet the demands of its population
5. Japanese Constitution
6. the maps allow students to look at the world from three perspectives
7. "The early bird catches the worm."
8. 16 of the 20 top companies (see Topic 3, Lesson 1, Teacher Resource 3.2 in "Japan and Georgia: Economic Partners"
9. no copyright restrictions for classroom use

SCAVENGER HUNT KEYS, *continued*

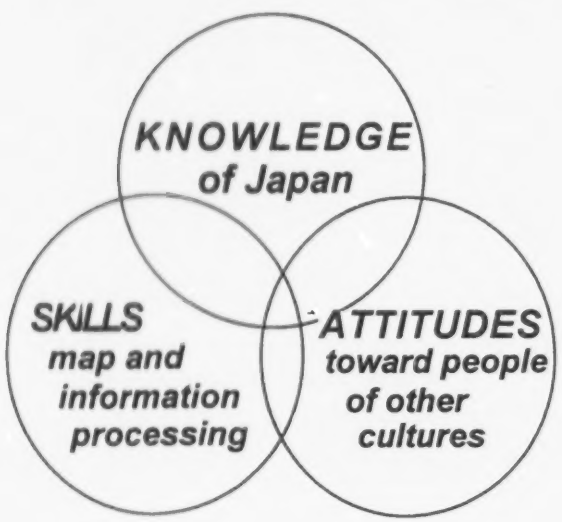
High School Lessons

1. ***History*** - 5 topics ***Government*** - 3 topics
   Geography - 5 topics ***Culture*** - 6 topics
2. TOPIC 2
   - The Act of Seclusion - 1635
   - Further Seclusions - 1639
   - Tale of the Forty-seven Ronin

   TOPIC 3
   - Letter to Emperor Komei from Millard Fillmore
   - The Japanese Constitution of 1889 (*excerpts*)
   - The Declaration of War by Japan on China, 1894
   - The Treaty of Portsmouth (*excerpts*)
3. Tokyo is at approximately the 36° line of latitude.
4. Student practice interpreting tables and graphs.
5. Topic 1 - the three branches of government are compared
6. Eight percent of the people surveyed stated the emperor system should be abolished.
7. Page 34 has a list of course requirements.
8. Topic 1 provides a link among religion, literature and the arts.
9. no copyright restrictions for classroom use

STRUCTURE OF THE LESSONS

- ❑ LESSON TITLE
- ❑ LESSON OBJECTIVES
- ❑ MATERIALS AND RESOURCES
- ❑ ACTIVITIES
- ❑ ATTACHMENTS
  - ➢ HANDOUTS
  - ➢ WORKSHEETS
  - ➢ TEACHER RESOURCES



LESSON ANALYSIS

1. Where in the curriculum would the activities in these lessons be most appropriate?

2. What makes these lessons engaging for students?

3. What obstacle(s) is there to the successful use of these lessons? How can the lessons be adapted to overcome the obstacle(s)?

4. What content and skills must students apply to learn from these lessons?

5. What follow-up homework is appropriate after this lesson?

SUPPORT MATERIALS

Time Frame: 15 minutes

Materials:
- List of Resources (1 handout per participant or 1 transparency)

Step 1 (15 minutes)

Use current periodicals to continue the discussion of current happenings in Japan. Editorial cartoons, columns, and/or news stories serve as excellent sources for initiating discussion.

In addition, distribute copies of the "List of Resources" which participants may use to request additional print materials from a wide range of organizations. The list begins on page 23 of this manual.

LIST OF RESOURCES

JAPAN BUSINESS INFORMATION CENTER
Keizai Koho Center [KKC]

145 West 57th Street, 20th Floor
New York, NY 10019
TEL 212/489-6206
FAX 212 489-6211

The most comprehensive source of information about Japan can be found in Japan Information Resources in the United States, a publication available from KKC. Also available is an annual publication entitled Japan 1996: An International Comparison which will enable the teacher to keep statistical information in the lesson plans current. A free-loan series of three videos entitled "In Prosperity's Wake: Portraits of a Post-War Economy" is available by contacting either Haruno Arai or Jill Lewis at the address above.

JAPAN INFORMATION CENTER
Consulate General of Japan

100 Colony Square, Suite 2000
Atlanta, GA 30361
TEL 404/892-5067
FAX 404/881-6321

A wealth of general print materials, video, guest speakers and other items are available upon request.

JETRO
Japan External Trade Organization

245 Peachtree Center Avenue
Marquis One Tower, Suite 2208
Atlanta, GA 30303
TEL 404/681-0060
FAX 404/681-0713

Nippon 1996: Business Facts & Figures is published annually providing current data on industry, labor, international trade and other business aspects of Japan.

LIST OF RESOURCES, *continued*

NATIONAL CLEARINGHOUSE FOR U.S.-JAPAN STUDIES
ERIC Clearinghouse for Social Studies/Social Science Education

Social Studies Development Center
Indiana University
2805 East Tenth Street, Suite 120
Bloomington, IN 47408-2698
TEL 812/855-3838
TEL 800/266-3815
FAX 812/855-0455

Guide to Teaching Materials on Japan is a printed version of an on-line database of teaching materials on Japan. The on-line version is accessible either through Gopher or telnet to: ericir.syr.edu. One at the AskERIC Virtual Library, choose "Clearinghouses," then "Acjuncts," then "National Clearinghouse for U.S.-Japan Studies," then "K-12 Teaching Materials on Japan". To access the database through the World Wide Web, go to the Clearinghouse home page. The address is: http://www.indiana.edu/~japan. From the home page, select "Other On-line Resources" and then select "K-12 Teaching Materials on Japan."

OGLETHORPE UNIVERSITY
University Library

4484 Peachtree Road, NE
Atlanta, GA 30329-2797
TEL 404/365-0615
FAX 404/364-8500

This special collection of information related to Japan includes Japanese history,, foreign relations, political studies, social life, economic conditions, descriptions and travel, Japanese language and literature, religion, Japanese-Americans, etc. The collection includes 1,250 books in English. Oglethorpe offers a number of courses in Japanese language, history, and politics.

PLANNING AND IMPLEMENTING LOCAL WORKSHOPS

Time Frame: 60 minutes

Materials: Transparencies

- Conceptualizing A Workshop
- Making Logistical Arrangements
- Planning the Workshop
- Critiquing the Plan
- How to Ensure an Effective Presentation

Worksheet

- Troubleshooting: What Do You Do When . . .

Please note that this activity is addressed to the workshop leader conducting a workshop for future workshop leaders. Please skip this section if you are leading a workshop for classroom teachers who will NOT be leading a repeat workshop.

Step 1: (10 minutes) Review the contents of each transparency to review the steps to be followed in planning and implementing a workshop.

Step 2: (20 minutes) Distribute copies of the worksheet "Troubleshooting: What Do You Do When..." for participants to complete. A discussion should follow.

STEP 1
GETTING ORGANIZED

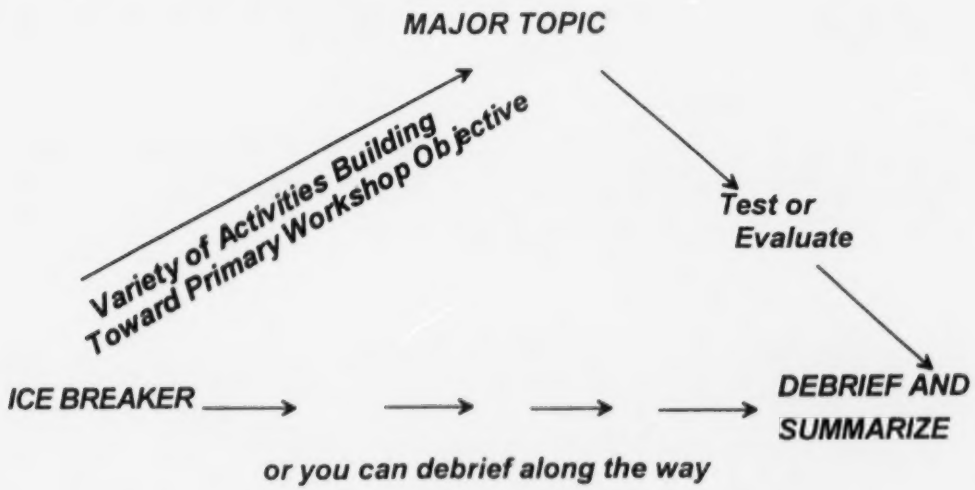
- identify the target audience
- set date and time several weeks in advance; inform potential participants
- obtain suitable site (building/room) with moveable tables and chairs for group activities
- arrange for needed audiovisual equipment
- prepare name tags, registration forms, refreshments, evaluation forms, etc. (if needed)
- prepare adequate quantities of handouts and other materials for distribution
- prepare transparencies needed for the workshop presentation

STEP 2
PLANNING THE WORKSHOP

- **set the stage (share objectives; review agenda; lead get-acquainted activity)**
- **conduct the workshop (hands-on activities; vary group size; supply background information)**
- **debrief (connect activities to objectives of the workshop)**
- **evaluate (gather data on effectiveness of materials and effectiveness of presenter)**

STEP 3
CRITIQUING THE PLAN

- Is the amount of work realistic given the time frame?
- Do the activities fit the topic and measure the objectives?
- Does the workshop have varied activities?
- Are there provisions for debriefing and summarizing?


MAJOR TOPIC
Variety of Activities Building Toward Primary Workshop Objective
Test or Evaluate
ICE BREAKER
DEBRIEF AND SUMMARIZE
or you can debrief along the way

STEP 4
HOW TO ENSURE AN EFFECTIVE PRESENTATION

- Arrive at the workshop site early
- Greet participants as they enter the room
- Start on time
- Get someone to assist you
- Don't overwhelm your participants with "everything you know"
- Maintain a high level of participant involvement; don't read to your audience
- Be aware of the time of day; be sensitive to participant needs for breaks
- Be aware of the makeup of your audience (teachers, curriculum supervisors, administrators)
- Use humor to relax participants and defuse problems with equipment, facilities, etc.
- Finish within the allotted time

DESIGNING AND IMPLEMENTING A WORKSHOP
Checklist

A. Getting Organized

_____ 1. Have you identified the audience? What do they already know about Japan?

_____ 2. Have you set the date and time and provided this information to potential participants several weeks in advance?

_____ 3. Have you obtained a suitable site with moveable tables and chairs for group activities?

_____ 4. Have you arranged for needed audiovisual equipment?

_____ 5. Have you prepared name tags, registration forms, refreshments, evaluation forms, etc. (if needed)?

_____ 6. Have you prepared adequate quantities of handouts and other materials for distribution?

_____ 7. Have you made your overhead transparencies? Have you ordered supplemental resource materials?

B. Planning the Workshop

_____ 8. Have you prepared activities to "set the stage" for the workshop (share objectives; review agenda; lead get-acquainted activity)

_____ 9. Have you planned activities to implement the workshop (hands-on activities; vary group size; supply background information)?

_____ 10. Have you planned processes for debriefing the learning experiences (connect activities to the objectives of the workshop)?

_____ 11. Have you planned an evaluation (gather data on effectiveness of the materials and effectiveness of the presenter)?

C. Critiquing the Plan

_____ 12. Is the amount of work realistic given the time frame?

_____ 13. Do the activities fit the topic and measure the objectives?

_____ 14. Does the workshop have varied activities?

_____ 15. Are there provisions for debriefing and summarizing?

DESIGNING AND IMPLEMENTING A WORKSHOP

PRELIMINARY DISTRICT/REGION PLAN FOR WORKSHOP

1. Who will be invited to your workshop?

   _____ elementary school social studies teachers
   _____ middle school social studies teachers
   _____ high school social studies teachers

2. Which materials will be presented at your workshop?

   _____ **Children in Japan At Home and At School** [*Elementary, K-2*]
   _____ **Picturing Life in Japan** [*Elementary, 3-5*]
   _____ **Japan: The Land and Its People** [*Middle, 6-7*]
   _____ **Japan and Georgia: Economic Partners** [*Middle, 8*]
   _____ **Japan's Geographic and Human Setting** [*High*]
   _____ **Japanese History** [*High*]
   _____ **Government and Politics in Japan** [*High*]
   _____ **Japanese Culture: Traditions and Change** [*High*]
   _____ **Map of Japan** (3' x 5')
   _____ **Culture Poster** (3' x 5')

3. What organizations/individuals in your district/region can provide assistance?

   _____ Regional Education Service Agencies
   _____ school principal/assistant principal
   _____ curriculum director
   _____ social studies department chair
   _____ geographic alliance teachers
   _____ college/university professors

4. What type of assistance can these organizations/individuals provide?

   _____ get on existing workshop agenda
   _____ provide list of interested teachers
   _____ endorse teacher participation in workshop
   _____ co-sponsor workshop

5. What are some possible dates/locations for the workshop?

   _____ city_____
   _____ sponsoring/cooperating organization _____

TROUBLESHOOTING: WHAT DO YOU DO WHEN . . . ?

1. One of the participants reacts to the materials or presentation in a negative manner?

2. The length of the presentation is too short? too long?

3. A participant asks a question and you do not know the answer?

4. You see that you are beginning to lose the attention of the group?

5. The overhead projector burns out and the replacement bulb doesn't work?

6. A participant makes an off-color or inappropriate suggestion or comment?

7. A participant provides an answer or remark that is completely inaccurate or misleading?

8. Other?

WRAP UP, QUESTIONS EVALUATION

Time Frame: 15 minutes

Materials:
- "Workshop Objectives" Transparency
- Evaluation Form (1 per participant)
- "Materials Request Card" (1 per participant)

Step 1 (10 minutes) Review the workshop objectives using the transparency from the morning session. Then ask such questions as:

- Based on what you've seen and heard today, do you have any questions concerning the implementation of the instructional materials?
- How do these instructional materials fit with existing curriculum?
- Which specific activities would you most enjoy teaching? Why?
- Which specific activities would your students most enjoy? Why?
- How do you plan to incorporate these instructional materials into your lesson plans?

Step 2 (5 minutes) Ask participants to complete the evaluation form.

Step 3 (Optional) Finally, distribute the Materials Order Form to participants who plan to replicate this workshop in their own school district.

WORKSHOP EVALUATION

In an effort to evaluate the effectiveness of this workshop and to provide for future improvements, please complete the form below. Please circle the number that represents your opinion.

	LOW				HIGH
1. To what degree were the instructional methods of the workshop presenters effective in achieving the workshop objectives?					
▪ increase awareness and understanding of Japan.	1	2	3	4	5
▪ review instructional materials for use in social studies classrooms.	1	2	3	4	5
▪ begin development of plans for sharing these materials with students and teachers.	1	2	3	4	5
2. To what degree were the instructional materials distributed adequate for meeting your classroom needs?	1	2	3	4	5
3. To what degree was the overall workshop program effective?	1	2	3	4	5

Please complete each statement.

4. The strengths of this workshop were....

5. This workshop would be better if....

Please write any additional comments below or on the back of this sheet.

MATERIALS EVALUATION OF THE INSTRUCTIONAL KIT

_____
Specify Title Here

PART I - USE OF MATERIALS
Please complete either Section A or Section B. If you complete Section A, please skip to Part III.

SECTION A
_____ **I do not plan to use** this resource material because:

_____ The topic does not relate to the course(s) I teach.

_____ The activities are not adaptable (too easy/too difficult) for the ability level of my students.

_____ Other (*please specify)*_____

SECTION B
_____**I have used/plan to use** this resource material in the grade(s) checked:

___6th	___10th	___U.S. History	___Current Affairs
___7th	___11th	___World History	___ Geography
___8th	___12th	___Government	___Behavioral Sciences
___9th	___College	___Economics	___Other (specify)

PART II - RATE THE FOLLOWING

1. How useful are the suggested teaching activities in the lesson plan book?

Very Useful				Useless
5	4	3	2	1

2. How helpful was the workshop in preparing teachers to use the materials?

Very Helpful				Useless
5	4	3	2	1

3. Overall, how effective was the "package" of materials in helping your students learn about Japan?

Very Effective				Useless
5	4	3	2	1

PART III - IMPROVEMENTS
How could future instructional materials be improved so that they would be more beneficial to teacher and students? *(Use the back of this sheet.)*

Please return this completed form to: ***The Japan-America Society of Georgia***
Suite 710, South Tower
225 Peachtree Street, N.E.
Atlanta, Georgia 30303

INSTRUCTIONAL MATERIALS ABOUT JAPAN
WORKSHOP MATERIALS REQUEST CARD

I am planning a workshop on contemporary Japan and would like to request the following materials in the quantities indicated.

_____ CHILDREN IN JAPAN AT HOME AND AT SCHOOL [GRADES K-2]

_____ PICTURING LIFE IN JAPAN [GRADES 3-5]

_____ JAPAN: THE LAND AND ITS PEOPLE [GRADES 6-7]

_____ JAPAN AND GEORGIA: ECONOMIC PARTNERS [GRADE 8]

_____ JAPAN'S GEOGRAPHIC AND HUMAN SETTING [GRADES 9-12]

_____ JAPANESE HISTORY [GRADES 9-12]

_____ GOVERNMENT AND POLITICS IN JAPAN [GRADES 9-12]

_____ JAPANESE CULTURE: TRADITION AND CHANGE [GRADES 9-12]

_____ MAP OF JAPAN [3' x 5']

_____ CULTURE POSTER [3' x 5']

_____ WORKSHOP LEADER'S MANUAL
[FOR TRAINING PERSONNEL ONLY, K-12]

PLEASE NOTE

The Japan America Society of Georgia will supply, free of charge, multiple copies of materials for replication of this workshop in Georgia schools or school districts (a set of materials for each person in attendance at a workshop you lead). This offer is valid as long as funds remain available.

1. Workshops must be a *minimum* of 2 hours in length.
2. A minimum of 10 persons is needed in order for a workshop to "make."
3. After each workshop, the following items should be sent to The Japan America Society of Georgia.
   - ☑ Participant List
   - ☑ Evaluation Form (1 per participant)
   - ☑ Surplus Instructional Materials

Send this Order Form to:

Hilda Lockhart, Executive Director
The Japan-America Society of Georgia
Suite 710, South Tower
225 Peachtree Street, NE
Atlanta, Georgia 30303
TEL 404/524-7399 *FAX* 404/524-8447

In order to furnish you with the materials requested above, please provide the following information:

1. The precise date of your workshop: _____/_____/_____
   month date year
2. The location of your workshop: _____
3. The projected number of participants in the workshop:_____
4. Target group: _____ Trainers
   _____ Middle Grades Teachers
   _____ Secondary School Teachers
5. Time frame: _____ Half day (____ hours)
   _____ Full day (____ hours)
   _____ Other (____ hours)
6. The exact shipping address (with name of person responsible for receiving the material):

UPS CAN NOT SHIP TO POST OFFICE BOXES

Name _____

School/Institution _____

Street _____

City_____ State_____ Zip Code_____

Telephone: School( ) _____ Home( )_____

_____ _____
Date Signature

ATTENDANCE FORM
For Mailing List

{Complete this form to be notified of future educational materials}

Location of Workshop _____

Date of Workshop _____

Name _____ Name _____

Title _____ Title _____

Organization/School _____ Organization/School _____

Address _____ Address _____

City/State/Zip _____ City/State/Zip _____

Name _____ *Name* _____

Title _____ *Title* _____

Organization/School _____ *Organization/School* _____

Address _____ *Address* _____

City/State/Zip _____ *City/State/Zip* _____

Name _____ Name _____

Title _____ Title _____

Organization/School _____ Organization/School _____

Address _____ Address _____

City/State/Zip _____ City/State/Zip _____

Name _____ *Name* _____

Title _____ *Title* _____

Organization/School _____ *Organization/School* _____

Address _____ *Address* _____

City/State/Zip _____ *City/State/Zip* _____